

BOOKMAN ROAD ELEMENTARY

1245 Bookman Road
Elgin, SC 29045

GRADES PK-5 Elementary School

ENROLLMENT 585 Students

PRINCIPAL Maree E. Price 803-699-1724

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
19	5	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

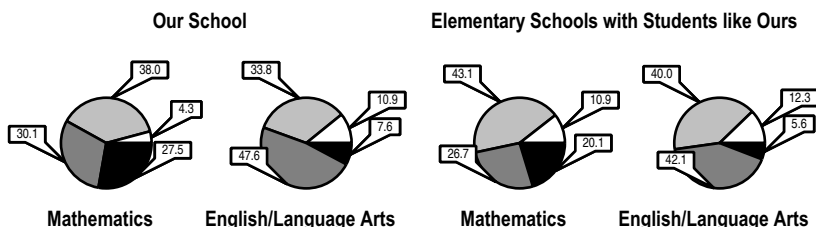
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

		Definition of Critical Terms
	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	94	56
Percent satisfied with learning environment	100.0%	91.5%	98.2%
Percent satisfied with social and physical environment	100.0%	95.7%	90.9%
Percent satisfied with home-school relations	100.0%	95.7%	98.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	290	99.7	10.9	33.8	47.6	7.6	55.3	17.6
Gender								
Male	145	99.3	11.7	33.6	48.2	6.6	54.7	17.6
Female	145	100.0	10.1	34.1	47.1	8.7	55.8	17.6
Racial/Ethnic Group								
White	213	100.0	3.9	32.4	53.9	9.8	63.7	17.6
African-American	64	100.0	28.8	40.7	28.8	1.7	30.5	17.6
Asian/Pacific Islander	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	266	99.6	8.0	34.3	49.4	8.4	57.8	17.6
Disabled	24	100.0	41.7	29.2	29.2	N/A	29.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	290	99.7	10.9	33.8	47.6	7.6	55.3	17.6
English Proficiency								
Limited English proficient	5	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	285	100.0	7.6	34.6	49.8	8.0	57.8	17.6
Socio-Economic Status								
Subsidized meals	70	98.6	25.9	50.0	24.1	N/A	24.1	17.6
Full-pay meals	220	100.0	6.9	29.5	53.9	9.7	63.6	17.6

Mathematics								
All students	290	100.0	4.3	38.0	30.1	27.5	57.6	15.5
Gender								
Male	145	100.0	3.6	37.7	29.7	29.0	58.7	15.5
Female	145	100.0	5.1	38.4	30.4	26.1	56.5	15.5
Racial/Ethnic Group								
White	213	100.0	2.5	30.4	32.8	34.3	67.2	15.5
African-American	64	100.0	10.2	59.3	22.0	8.5	30.5	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	266	100.0	3.2	37.3	30.6	29.0	59.5	15.5
Disabled	24	100.0	16.7	45.8	25.0	12.5	37.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	290	100.0	4.3	38.0	30.1	27.5	57.6	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	285	100.0	3.0	36.9	31.2	28.9	60.1	15.5
Socio-Economic Status								
Subsidized meals	70	100.0	8.5	64.4	22.0	5.1	27.1	15.5
Full-pay meals	220	100.0	3.2	30.9	32.3	33.6	65.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	6.9	31.0	49.4	12.6	62.1
	Grade 4	90	N/A	3.5	36.0	51.2	9.3	60.5
	Grade 5	96	N/A	2.2	45.2	46.2	6.5	52.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	12.0	22.8	54.3	10.9	65.2
	Grade 4	95	100.0	11.0	34.1	48.4	6.6	54.9
	Grade 5	98	99.0	9.8	44.6	40.2	5.4	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	5.7	38.6	29.5	26.1	55.7
	Grade 4	90	N/A	4.7	20.9	27.9	46.5	74.4
	Grade 5	96	N/A	4.3	36.2	27.7	31.9	59.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	97	100.0	6.5	42.4	35.9	15.2	51.1
	Grade 4	95	100.0	2.2	34.1	22.0	41.8	63.7
	Grade 5	98	100.0	4.3	37.6	32.3	25.8	58.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 585)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.6%	Down from 2.1%	1.6%	2.4%
Attendance rate	96.9%	No change	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	42.8%	Up from 39.0%	30.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.7%	Up from 3.4%	6.1%	8.0%
Older than usual for grade	0.2%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	53.7%	Up from 46.5%	54.9%	50.0%
Continuing contract teachers	73.2%	Down from 81.4%	86.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Down from 86.3%	88.3%	86.2%
Teacher attendance rate	96.1%	Up from 93.3%	95.6%	95.3%
Average teacher salary	\$39,060	Down 0.3%	\$40,883	\$39,909
Prof. development days/teacher	15.0 days	Up from 10.0 days	11.1 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.3	4.0
Student-teacher ratio	19.2 to 1	Up from 18.7 to 1	19.5 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 89.6%	91.2%	89.7%
Dollars spent per pupil*	\$6,741	Up 3.5%	\$5,886	\$5,892
Percent spent on teacher salaries*	63.3%	Up from 59.9%	67.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Up from 98.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bookman Road Elementary School is a place where students are challenged to use the Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening and No Putdowns in each and every aspect of their learning. All students are taught in an atmosphere of love and respect and encouraged to learn, think, grow, and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys that enabled us to receive a number of awards. These awards include the Red Carpet Award, Schools of Promise Recognition, Palmetto Gold Achievement based on our Excellent rating on meeting standards and on student improvement on our 2002 PACT scores. We have also been recognized by the Education Oversight Committee as a school that is "closing the gap" between the performance of students who are economically advantaged and those who are economically disadvantaged and/or between the performance of students who are white and students who are African-American.

Our PACT scores this year demonstrate our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress but we know that if we are to help our students reach their maximum potential, we must carefully study the results of these tests. Our task is to analyze where our students showed the growth we would expect, analyze why the growth occurred and make curriculum and instructional changes in order that our children continue to be academically challenged. Conversely, we must investigate what changes need to be made when expectations were not met so that we can continue to ensure success for all of our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken many steps to ensure that students are making progress towards meeting state standards. We are a "standards driven" school and we make sure that statewide standards are taught. Our teachers model for students the most important enterprise at Bookman Road Elementary: learning. Our teachers continue to learn so that each classroom is rich in learning for students. By working together - parents, teachers, and students - we continue to see positive results on statewide tests.

Maree Price, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.